



## Main Street Elementary School

318 East Main Street  
Lake City, SC 29560

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 340 Students           |              |
| <b>Principal</b>      | Pamela R. Sims         | 843-374-2221 |
| <b>Superintendent</b> | Dr. V. Keith Callicutt | 843-374-8652 |
| <b>Board Chair</b>    | Dr. Julia Mims         | 843-374-2705 |

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING      | GROWTH RATING    |
|-------------|----------------------|------------------|
| <b>2013</b> | <b>Below Average</b> | <b>Excellent</b> |
| 2012        | Below Average        | Average          |
| 2011        | At-Risk              | Average          |
| 2010        | At-Risk              | Average          |
| 2009        | At-Risk              | At-Risk          |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

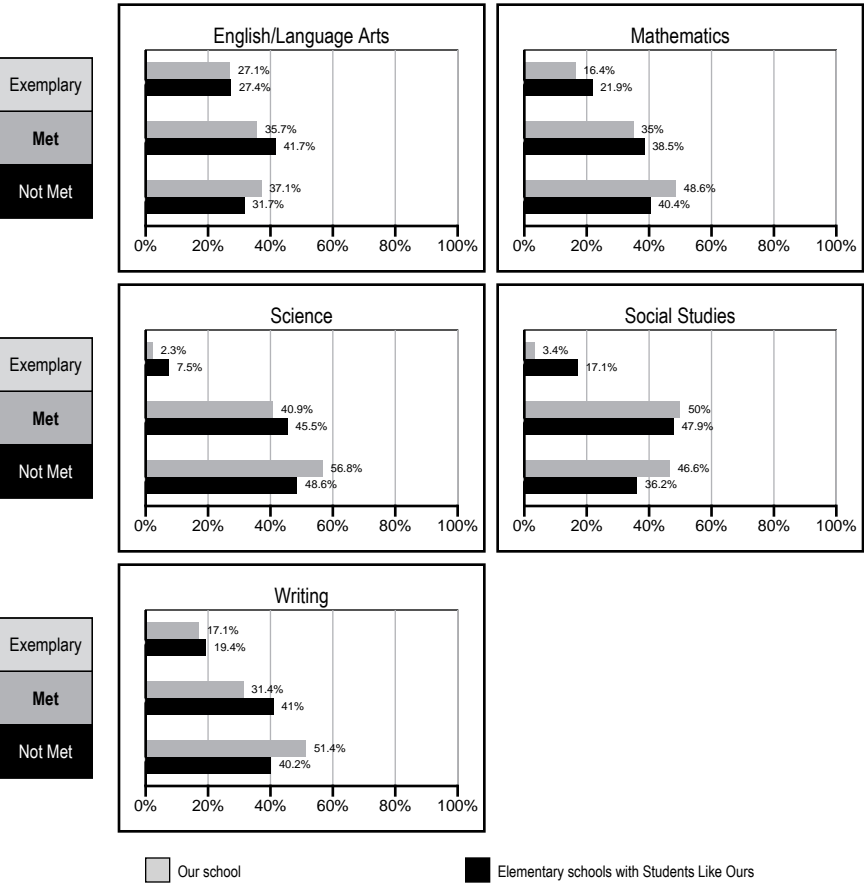
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 10   | 87      | 43            | 15      |

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=340)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.1%       | Up from 0.9%          | 1.1%                                       | 0.9%                     |
| Attendance rate  | 96.2%      | Down from 96.6%       | 95.9%                                      | 96.3%                    |
| Served by gifted and talented program  | 1.5%       | N/A                   | 2.6%                                       | 7.2%                     |
| With disabilities  | 15.2%      | N/A                   | 13.3%                                      | 12.4%                    |
| Older than usual for grade   | 1.8%       | N/A                   | 3.0%                                       | 1.9%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=28)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 53.6%      | Up from 46.4%         | 59.8%                                      | 62.5%                    |
| Continuing contract teachers   | 67.9%      | Down from 75.0%       | 74.7%                                      | 83.3%                    |
| Teachers returning from previous year  | 77.9%      | Up from 70.0%         | 84.7%                                      | 88.3%                    |
| Teacher attendance rate  | 90.8%      | Down from 92.2%       | 94.9%                                      | 95.0%                    |
| Average teacher salary*  | \$42,661   | Down 0.4%             | \$46,003                                   | \$48,193                 |
| Professional development days/teacher  | 1.9 days   | Down from 2.9 days    | 10.4 days                                  | 11.0 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | Down from 4.0         | 3.5  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 24.0 to 1  | Up from 16.3 to 1     | 17.8 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 86.2%      | Down from 88.0%       | 89.6%                                      | 90.0%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | Down from Excellent   | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$9,591    | Up 1.7%               | \$8,426                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 66.0%      | Up from 64.8%         | 66.0%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 57.0%      | Up from 56.4%         | 63.5%                                      | 66.0%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Main Street Elementary Panthers strive to educate children, develop strong home/school relationships, and maintain partnerships with the community. We have made great progress academically as measured by our value-added scores. Main Street Elementary was the proud receiver of a value-added score of 5 for the third consecutive year. A five is the highest score in reaching expected student growth. This is set by the National Institute for Excellence in Teaching. In addition, by providing our students with standards-based curriculum, we are creating a learning environment where students are challenged and encouraged to set and meet their individual and school-wide goals. Our motto and school-wide theme, "MSE Panther PRIDE...Promoting Respect, Intelligence, Discipline, and Excellence motivates us to meet and or go beyond state requirements. As a part of our school planning process, we will continue to review our test scores and make good decisions for groups of students as well as focus on the test scores of individual students. We will also continue to use MAP (Measures of Academic Progress) data to accommodate the instruction for all students. The use of this data has helped us to make instructional changes to meet the needs of our students. We are truly dedicated to "Gaining and Sustaining Results" by focusing on results, learning, and working together as a team. Main Street Elementary is also proud of the technology available to our students. The students and teachers in grades 2nd-5th use iPads/Pods, Smartboard/ Promethean Board lessons, eBooks, mobile computer labs, and interactive software and games to improve academic skills. Main Street Elementary would like to express our thanks to the wonderful families and to the school community for your continued support throughout this school year as we continue to strive for excellence!

Pamela R. Sims, Principal  
Teresa McFadden, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 28       | 49        | 33       |
| Percent satisfied with learning environment            | 96.4%    | 87.8%     | 90.9%    |
| Percent satisfied with social and physical environment | 96.4%    | 79.6%     | 90.9%    |
| Percent satisfied with school-home relations           | 92.9%    | 91.8%     | 93.6%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 60.3 |
| Overall Grade Conversion      | D    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Main Street Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          | 2.3%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 4.9%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.2%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|

Grades 3-5

|                                   |       |       |       |       |       |       |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| All Students                      | 636.7 | 621.6 | 590.6 | 606.5 | 99.4  | 99.4  |
| Male                              | 637.3 | 622.2 | 592.9 | 603.2 | 98.6  | 98.6  |
| Female                            | 636.1 | 621.1 | 588.9 | 609.1 | 100.0 | 100.0 |
| White                             | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| African American                  | 637.2 | 622.0 | 589.8 | 607.1 | 100.0 | 100.0 |
| Asian/Pacific Islander            | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Hispanic                          | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| American Indian/Alaskan           | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Disabled                          | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Limited English Proficient        | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Subsidized meals                  | 635.8 | 620.6 | 588.7 | 606.1 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0  | 95.0  |

Abbreviations for Missing Data

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## PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2012                  | 3     | 42                               | 100      | 34.1      | 34.1  | 31.7        | 65.9                  |
|                       | 4     | 51                               | 100      | 51        | 40.8  | 8.2         | 49                    |
|                       | 5     | 62                               | 100      | 45.3      | 35.8  | 18.9        | 54.7                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 3     | 69                               | 100      | 38.1      | 27    | 34.9        | 61.9                  |
|                       | 4     | 42                               | 97.6     | 36.1      | 36.1  | 27.8        | 63.9                  |
|                       | 5     | 51                               | 100      | 31.9      | 42.6  | 25.5        | 68.1                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2012                  | 3     | 42                               | 100      | 51.2      | 29.3  | 19.5        | 48.8                  |
|                       | 4     | 51                               | 100      | 34.7      | 44.9  | 20.4        | 65.3                  |
|                       | 5     | 62                               | 100      | 39.6      | 41.5  | 18.9        | 60.4                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 3     | 69                               | 100      | 55.6      | 27    | 17.5        | 44.4                  |
|                       | 4     | 42                               | 97.6     | 41.7      | 41.7  | 16.7        | 58.3                  |
|                       | 5     | 51                               | 100      | 38.3      | 40.4  | 21.3        | 61.7                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2012                  | 3     | 21                               | 100      | 75        | 20    | 5           | 25                    |
|                       | 4     | 51                               | 100      | 46.9      | 51    | 2           | 53.1                  |
|                       | 5     | 29                               | 100      | 61.5      | 30.8  | 7.7         | 38.5                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 3     | 35                               | 100      | 62.5      | 31.3  | 6.3         | 37.5                  |
|                       | 4     | 42                               | 97.6     | 50        | 44.4  | 5.6         | 50                    |
|                       | 5     | 26                               | 100      | 50        | 45.8  | 4.2         | 50                    |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2012           | 3     | 21                               | 100      | 66.7      | 14.3  | 19          | 33.3                  |
|                | 4     | 51                               | 100      | 34.7      | 61.2  | 4.1         | 65.3                  |
|                | 5     | 33                               | 100      | 66.7      | 29.6  | 3.7         | 33.3                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013           | 3     | 36                               | 100      | 48.5      | 48.5  | 3           | 51.5                  |
|                | 4     | 42                               | 97.6     | 41.7      | 55.6  | 2.8         | 58.3                  |
|                | 5     | 25                               | 100      | 43.5      | 43.5  | 13          | 56.5                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2012           | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 60                               | 90       | 51        | 28.6  | 20.4        | 49                    |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013           | 3     | 68                               | 95.6     | 58.3      | 28.3  | 13.3        | 41.7                  |
|                | 4     | 41                               | 100      | 38.9      | 44.4  | 16.7        | 61.1                  |
|                | 5     | 51                               | 94.1     | 52.3      | 25    | 22.7        | 47.7                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample